



# UNIVERSITY of STRATHCLYDE FRASER OF ALLANDER INSTITUTE

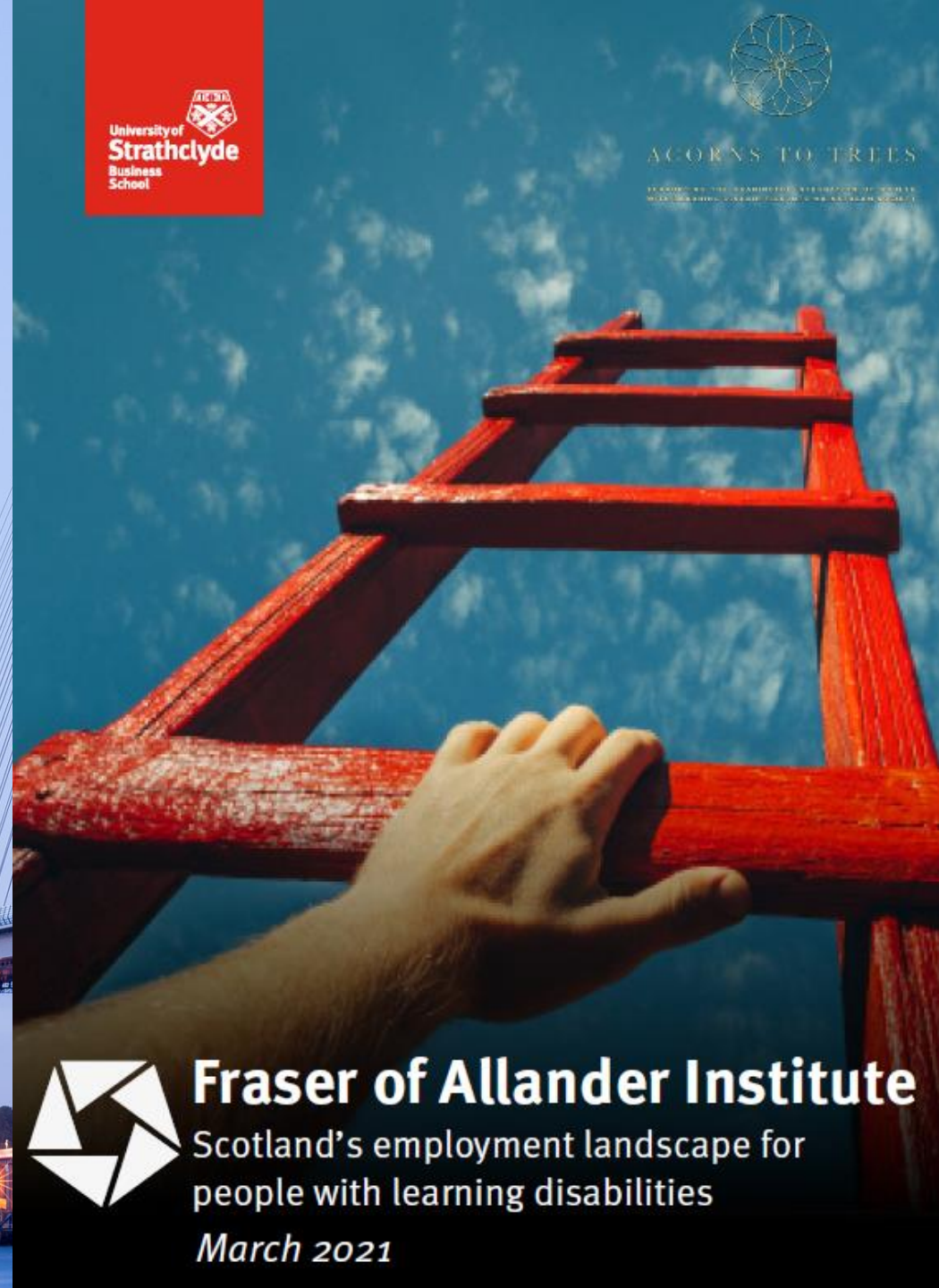


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Presentation to IIDL / IIMHL  
Dublin 2022



ACORNS TO TREES

PLANTING AND THE ENVIRONMENT: THE CHALLENGE OF SUSTAINABLE  
MANAGEMENT AND THE ROLE OF THE NATIONAL SOCIETY



**Fraser of Allander Institute**

Scotland's employment landscape for  
people with learning disabilities

*March 2021*

# Overview

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- Employment outcomes for people with learning disabilities are poor and there is no evidence of progress being made.
  - Employment is not a viable option for everyone with a learning disability, and it is important to recognise that this does not preclude people from leading fulfilling lives. Success does not mean everyone with a learning disability working – it means everyone who can and wants to work having the support and opportunities that enables them to do so.
  - A lack of disaggregated data means that there is no reliable labour market information about people with a learning disability in Scotland.
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# Data

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Estimating how many people with a learning disability are in work is difficult for a number of reasons:

- The data sources and surveys that are used to compile official employment statistics collect data about survey respondents' disability status, but this is not disaggregated. This means that for disabled respondents, whether or not their disability is a learning disability is not recorded.
  - There is not always an agreed definition of learning disability. People who are living with a learning disability will not necessarily have received a diagnosis of a condition which fits neatly into a 'learning disability' box. Some people that would normally be regarded as living with a learning disability might not identify as such.
  - Collecting data on disability requires individuals to self-identify as disabled, yet many disabled people choose not to disclose their disability to their employer or if taking part in surveys.
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# Breaking barriers

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Breaking Barriers is a programme offered by the University of Strathclyde in partnership with ENABLE Scotland and host employers, such as Scottish Power.

It offers people with a learning disability the opportunity to gain a Certificate in Applied Business Skills from Strathclyde Business School and the chance to apply the skills learnt on the course via work experience at host employers.

We interviewed Breaking Barriers graduates and it is clear that they had never considered higher education until this programme became an option.

As well as offering a place at a leading business school, Breaking Barriers also focuses on employment. Students participate in placements at host employers to gain work experiences.

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# Impacts

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- In terms of the impact on individuals' lives, the evidence is clear that Breaking Barriers has had a positive impact.
- Common benefits reported by graduates are the applicable and practical skills gained, but also increased confidence and the benefits of a university experience.

## Lewis' story

Whilst on Breaking Barriers, Lewis took on 3 placements at Scottish Power, working as an admin assistant and in a research role for the legal department, quality testing an app in the digital department, and also working with engineering design and standards.

Within a few months of completing Breaking Barriers, he was back at Scottish Power on a 'Year in Industry' scheme run by the Engineering Development Trust between September 2019 and September 2020. He was placed with engineering design and standards again, which sets standards for how processes are carried out within the network. He is now on the business management graduate apprenticeship programme in the same department, whilst studying towards a degree in Business Management.

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# Future

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- Tackling issues around data (we currently advertising for a statistician to engage with data collection agencies and find a new way forward)
  - Better evaluation – quant and qual
    - What works
    - What are the additional benefits (financial and societal)
  - Learning from other countries
  - Learning from people with a learning disability
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# Links

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- › <https://fraserofallander.org/research/adults-with-learning-disabilities-in-scotland/>



Link to job advert:

<https://strathvacancies.engageats.co.uk/ViewVacancyV2.aspx?enc=mEgrBL4XQK0+ld8aNkwYmN9qAsleXH5Z211QkBZWSeBwzDnhWeHB+L6BvuusMcyOD0z7TyatuCPuso/2cwxfCUqiOIQKFTZULzNMeWx6rMv+KOQ99b7GD8gWs7VLXbsQz8Fz6WyYjlO6xDK8wY+b4w=>

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Scottish Government  
Riaghaltas na h-Alba  
gov.scot

## Review of Supported Employment within Scotland:

### Findings and Recommendations

August 2021



**The Scottish  
Government**  
Riaghaltas na h-Alba



**SCLD**

Cameron Smith  
Development  
Worker

Scottish  
Commission for  
People  
with Learning  
Disabilities

(SCLD)

# An Overview of the Review of Supported Employment

- Commitment in Keys to Life, 2017
- Focus on public sector supported employment provision across Scotland
- Steering Group established August 2020
- Social Finance commissioned to undertake field-based research
- Full report with 9 recommendations submitted to Government in 2021
- Ministerial response has welcomed report and accepted all 9 recommendations – 2 to be implemented immediately with work to commence with a wide range of partners on remaining 7

# An Overview of the Review of Supported Employment

The research identified three key themes and goals to be addressed in future supported employment delivery.

These goals were agreed by the project steering group:

- 1. Reduce variability of access across different Local Authority areas;
- 2. Increase transparency of data collection and outcomes; and
- 3. Standardise quality assurance of supported employment.

To deliver this, the Review identified 9 key recommendations for action.

# Recommendation1

We recommend steps are taken to design a Scottish “Supported Employment Guarantee” over the next 18 months

## Recommendation 2

We recommend steps are put in place to drive consistency and oversight of supported employment provision through data collection.

## Recommendation 3

We recommend that supported employment quality standards and an assurance approach for Scotland is developed.

## Recommendation 4

We recommend that a national supported employment infrastructure programme is developed and commissioned

## Recommendation 5

We recommend that work continues to support the professionalisation of the supported employment workforce

## Recommendation 6

We recommend employers are encouraged to deliver more support to people with disabilities

## Recommendation 7 – addressed immediately

We recommend options are explored with DWP to allow supported employment providers to claim Access to Work directly

## Recommendation 8

We recommend exploring how “anchor institutions”, such as NHS Scotland, Scottish Government and Local Authorities, can increase the number of jobs available for people with disabilities

## Recommendation 9 – addressed immediately

We recommend making changes to Fair Start Scotland contracts to remove the requirement for 16+ hours of work, and to require data reporting of the disabilities of individuals accessing supported employment

# Conclusion

- Creates a consistent and quality-assured landscape for supported employment in Scotland
- The start of a journey to ensure equitable delivery of supported employment across Scotland
- Recommendations will need to be integrated with wider employment support policy delivery:
  - A Fairer Scotland Disabled People's Employment Action Plan
  - No One Left Behind
- Full report available: [Introduction and Methodology - Supported employment: review report and Scottish Government response - gov.scot \(www.gov.scot\)](#)

# Contact Details

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# DFN Project SEARCH

- Transforming Young Lives
- Through Access to Employment



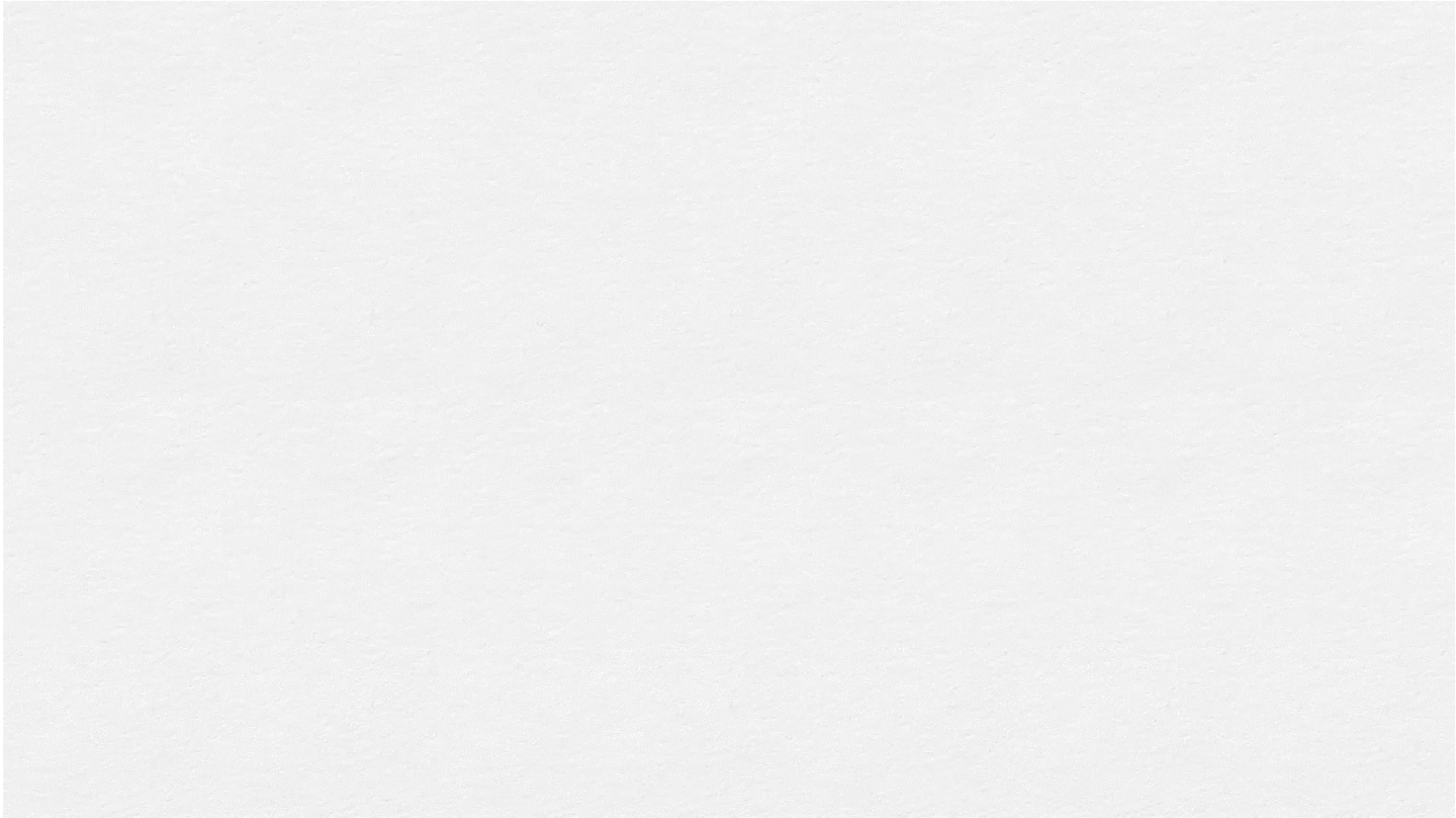
DFN  
Project | SEARCH



# DFN Project SEARCH - Our Programme

- It is a one-year transition to work programme for students on a school or college roll that takes place entirely within your business.
- Using your business as a skills development laboratory, the interns rotate through three terms of ten to twelve-week internships and learn marketable skills for employment.
- We offer you a full package of support that gives you a specialist onsite teacher and job coach to enable your managers and mentors to feel fully supported.
- We enable you to gain access to a new, diverse, talent stream with skills that allows you to develop a workforce that is representative of your community and demonstrates that you are a fair and inclusive employer.





## Why is this needed: the facts

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Only **5.1%** of people with a learning disability known to local authorities in the UK are employed.

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Over **1 million** people are receiving SEN support in UK schools.

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There are 1,5 million people with a learning disability in the UK. About **900,000** are of working age.

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Around **350.000** have an EHC (37% more than 5 years ago).

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65% of people with a learning disability in the UK want to work.

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The UK has over **1.4 million** unfilled vacancies.

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## Young and old: prevention matters

### Best start in life

Pregnancy services  
Childhood immunisations  
School environment  
Secure home  
Healthy eating  
and physical activity

### Adulthood

A safe and secure job  
Mental wellbeing  
Exercising  
Healthy diet  
Not smoking  
Drinking moderately

### Later life

Safe and accessible  
home environment  
Keeping physically active  
Eating a healthy diet  
Maintaining social  
connections

## Adulthood

✓ **A safe and secure job**

✓ **Mental wellbeing**

✓ **Exercising**

✓ **Healthy diet**

✓ **Not smoking**

✓ **Drinking moderately**



## Mortality of individuals with Learning Disabilities

Life Expectancy for people with Learning Disabilities

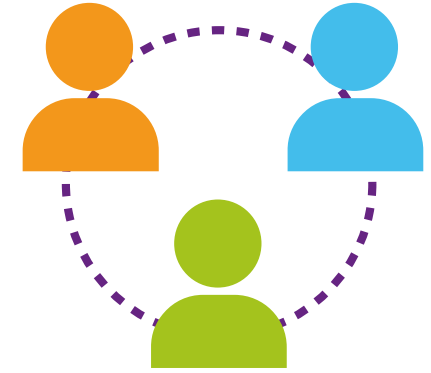
Median Age of Death General Population

Median age of death for different levels of impairment



SOURCE: UNIVERSITY OF BRISTOL WORKING GROUP FOR DISABILITY STUDIES, 2014

# The DFN Project SEARCH model



1. The outcome of the programme is integrated, competitive employment that is:
  - In an integrated setting
  - Year-round work (not seasonal employment)
  - 16 hours/week or more
  - Paid the prevailing wage
2. The focus of the programme is on serving young adults with learning disabilities and autism who can benefit from personalised support in an intensive year of career development and internship experience.
3. The programme is a collaborative partnership using support and resources from: Education, Local Authorities, Adult Supported Employment Agencies, Families and Host Businesses.
4. The programme is business focused.
5. The programme is committed to continuous improvement.
6. The programme leads to acquisition of competitive skills.

## Keeping it simple.....

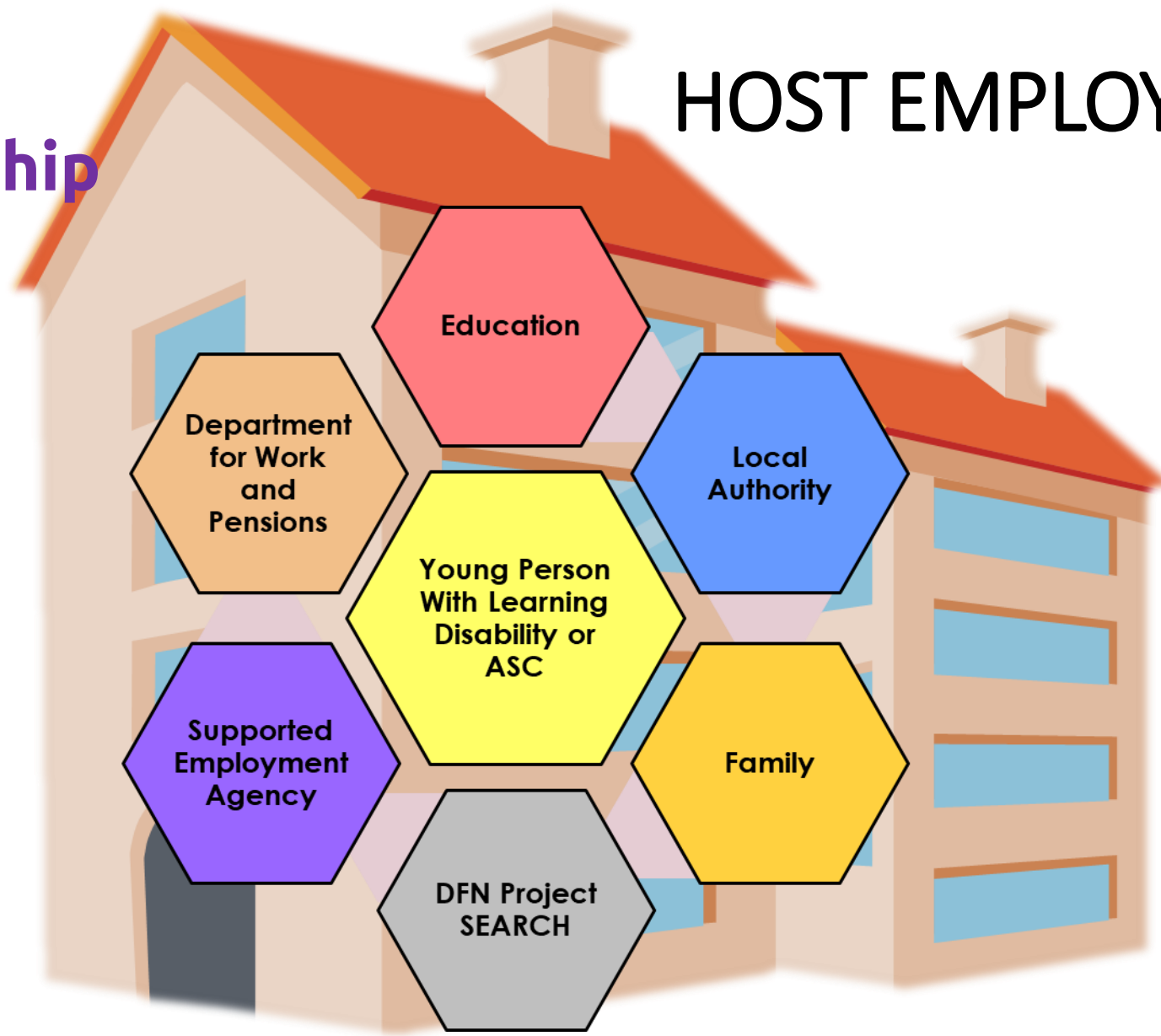
- Students in their last year of education
- 8 – 12 young adults
- Variety of learning disabilities and autism spectrum conditions
- Supported by a tutor and trained job coaches
- **Outcome of employment**



## A Partnership

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# HOST EMPLOYER

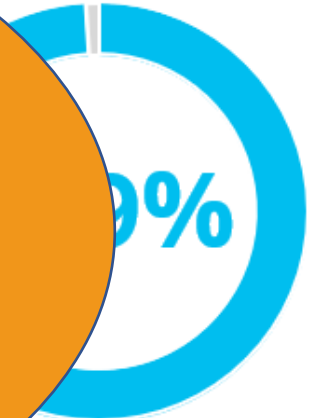


# DFN Project SEARCH Outcomes

5.1%



Nearly 70% of DFN Project  
interns secure paid employment  
through our **programmes on  
average**



89% of the interns were  
**paid** at or above the  
prevailing wage in the past  
five cohorts

# DFN Project SEARCH Employment Outcomes During a Global Pandemic

\* Not including three sites with late deadlines.



**371** interns secured employment during the pandemic\*.



Average hourly wage was **£8.83** (20/21)  
**£8.73** 0(19/20)

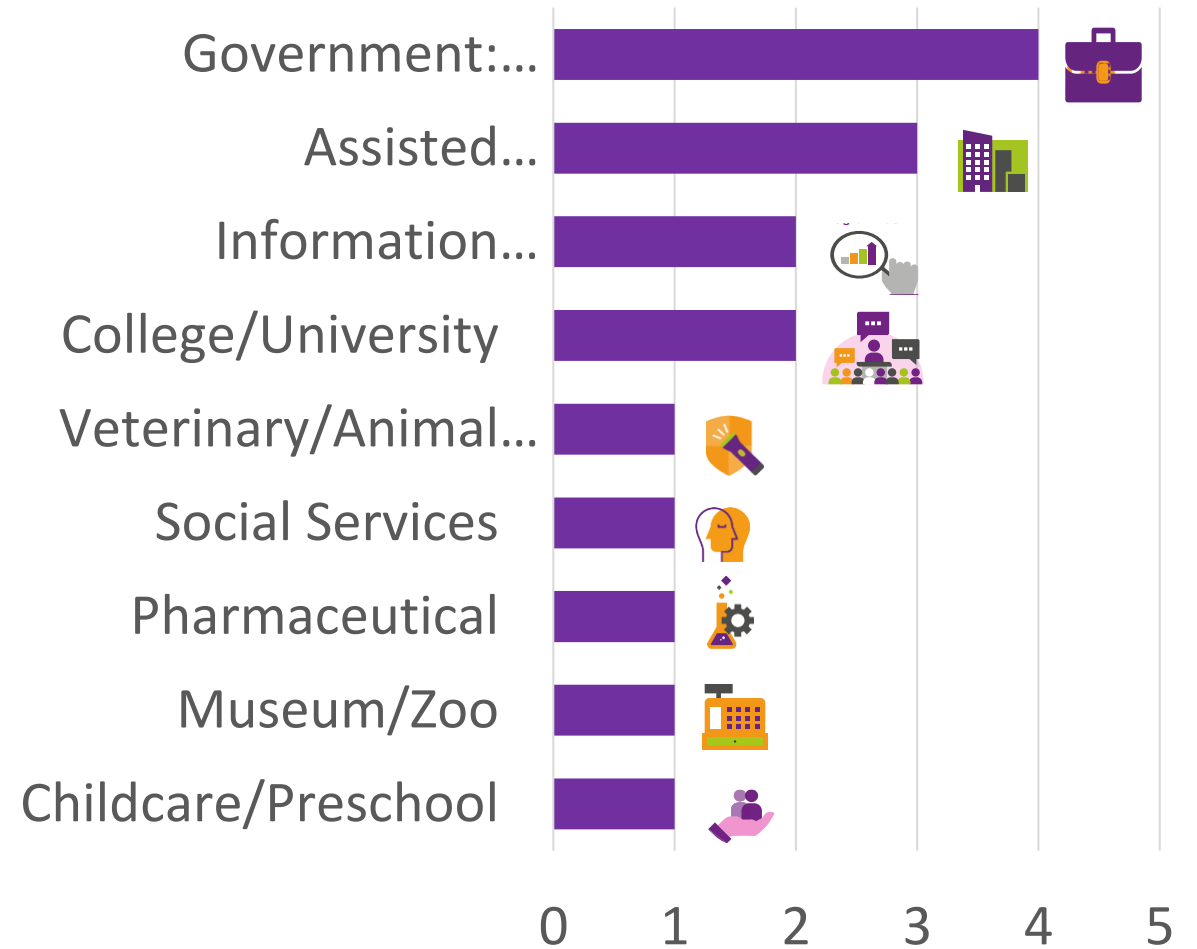
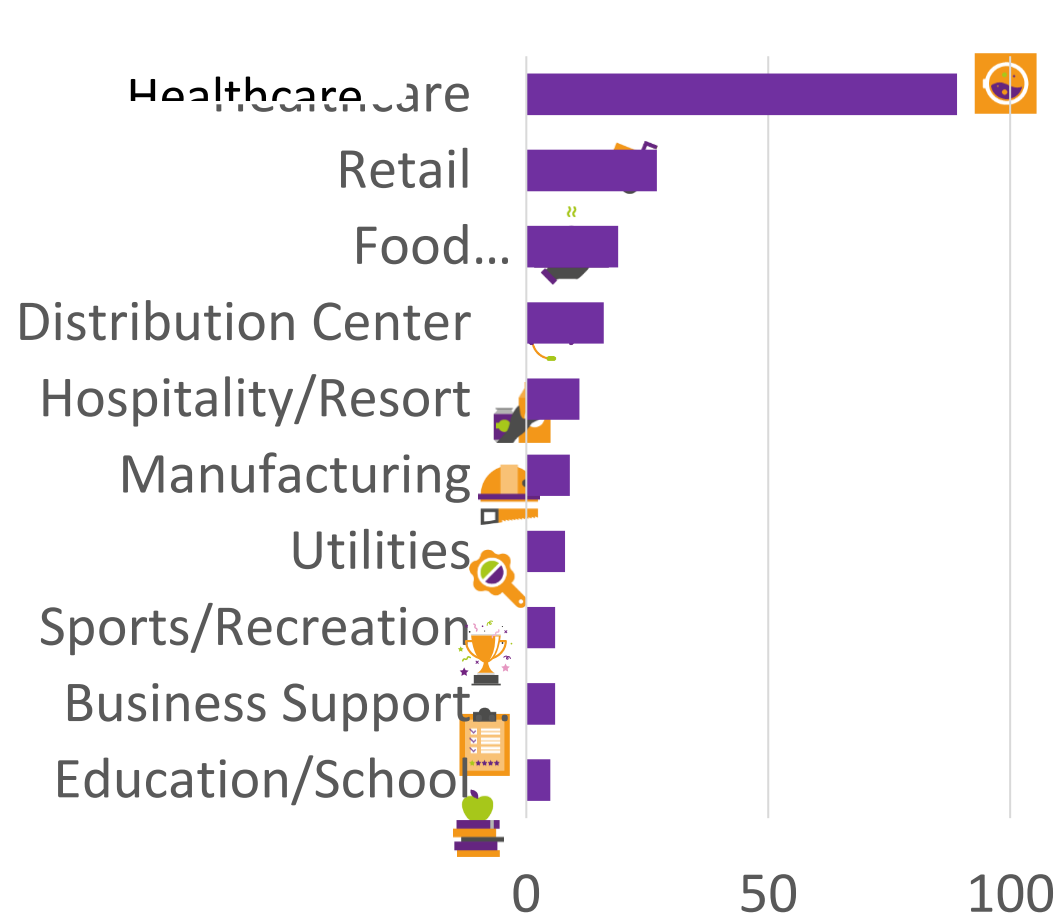


**297** interns found full-time, non-seasonal jobs paid at prevailing wage and in an integrated workplace.

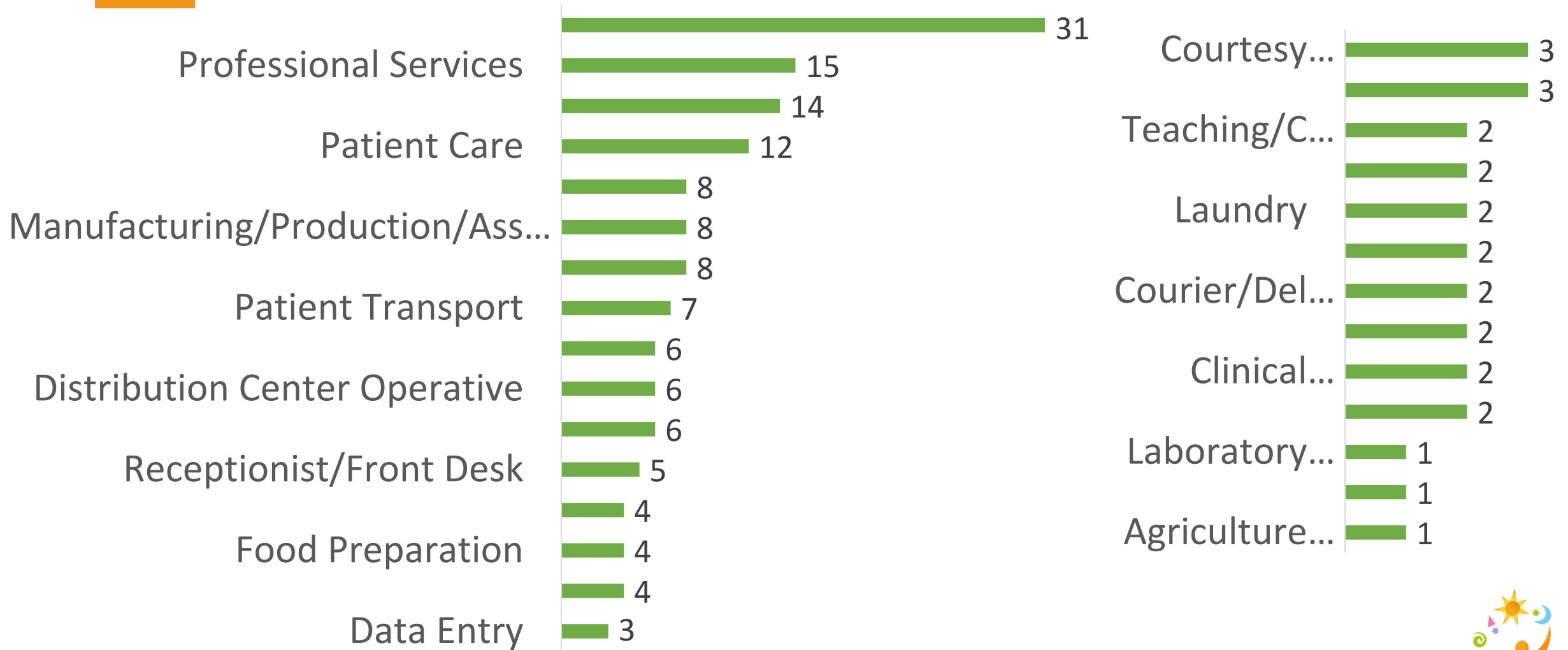


Interns work on average **26 hours** per week.

# Number of jobs by Sector June 2020



# Number of jobs by role June 2021



# Deep Dive: Ethnic Minorities

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- ✓ We recruit nearly twice as many ethnic minority interns as the UK population proportion (13% x 24%).
- ✓ All large ethnic groups represented or overrepresented across the UK.
- ✓ Minority ethnic interns earn the same or more than White/European on average, despite ethnicity pay gap in UK 6.1%.
- ✓ They work the same number of hours per week on average.
- ✓ They work in the same roles and sectors as their white European peers.



## Deep Dive: Women

31%

31% of our interns are women on average (only 28% have an EHCP in England)  
Statistically **the same completion rate**

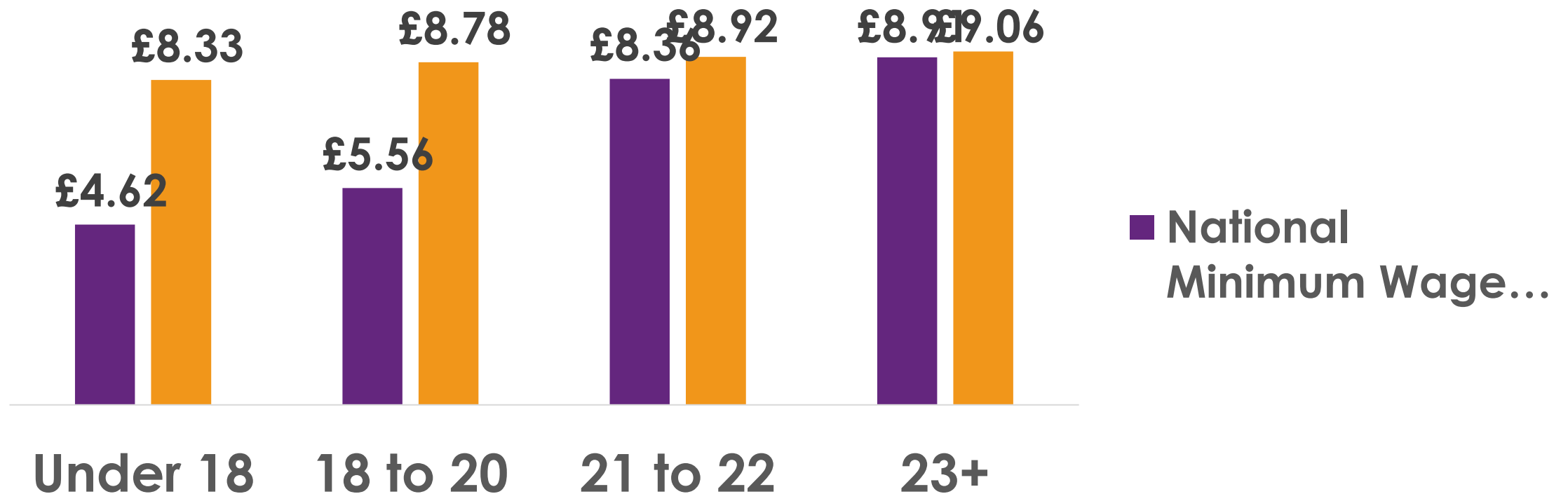


Earned statistically the **same as men** in past three cohorts, despite 15% gender gap in the UK



Women worked **almost the same number of hours** as men in 20/21 but there was a gap of four hours in previous cohorts

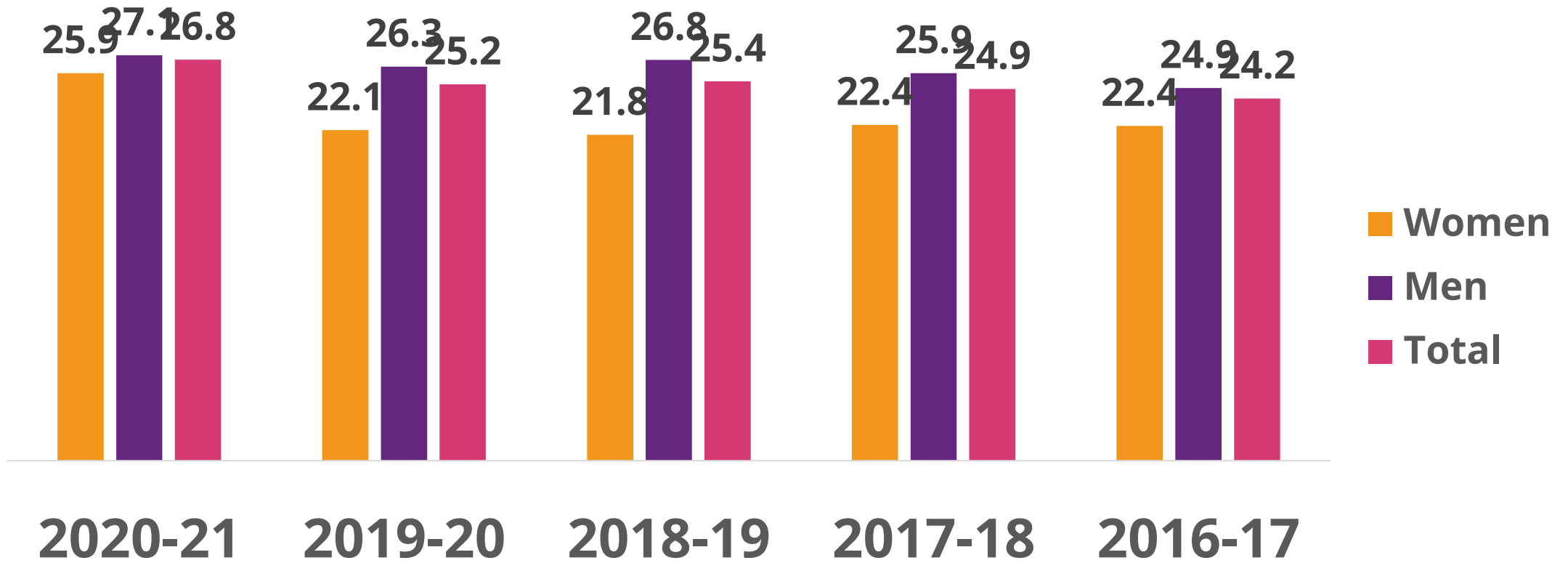
# National Minimum Wage from April 2021 and DFN Project SEARCH Wages by Age (2020/21)



<https://www.gov.uk/national-minimum-wage-rates>



## Weekly hours by gender in the past five years



# Average Employment by Age at Start of the Programme

| Age | Employment Outcome % | Number |
|-----|----------------------|--------|
| 16  | 64.3%                | 9      |
| 17  | 64.4%                | 65     |
| 18  | 67.1%                | 153    |
| 19  | 69.4%                | 170    |
| 20  | 61.1%                | 129    |
| 21  | 63.4%                | 90     |
| 22  | 61.0%                | 72     |
| 23  | 60.0%                | 39     |
| 24  | 69.1%                | 38     |
| 25  | 71.4%                | 10     |

Interns have similar employment outcomes regardless of their age as the differences are not statistically significant. Numbers from the past four cohorts.

# Stakeholder Survey – Key Findings

- ✓ Our Promoter Score went from 66% to 72%, which is **World Class**.
- ✓ Impression of DFN Project SEARCH **has improved** at all levels (services, support, value to partners, training, resources, networking, communication and overall impression).
- ✓ Respondents are more satisfied with the partnership, reflected in the increase in **'excellent'** rates and **'strongly agree'** answers as well as increase in the Net Promoter Score.
- ✓ Increase in support, number of staff, response to COVID-19 and the new curriculum were some of the points most often praised.

| Stakeholder                   | 2021 Score | 2020 Score |
|-------------------------------|------------|------------|
| Overall NPS                   | <b>72</b>  | 66.5       |
| Local Authorities             | <b>60</b>  | 60         |
| Education Provider            | <b>78</b>  | 76         |
| Host Business                 | <b>70</b>  | 69         |
| Supported Employment Provider | <b>54</b>  | 45         |

# Supporting our sector

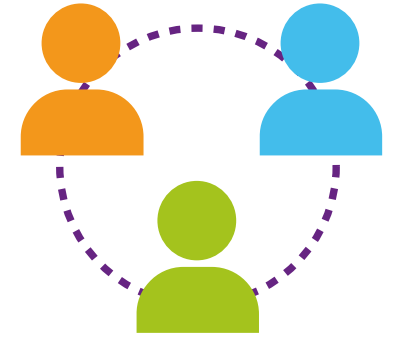
- Supported Department for Education (DfE) to re-write guidance for Supported Internships
- Commissioned by DfE to write National Quality framework for SI's
- Working with Department for Work and Pensions (DWP) feeding back on new Adjustment Passport
- Government announced they aim to **double the capacity of the Supported Internship programme** to provide thousands more young people who have additional needs with the skills to secure and sustain paid employment. Backed by £18 million over 3 years, the programme will additionally drive up the standards and quality of internship delivery across the country for students who have an education, health and care plan.' Taken from <https://www.gov.uk/government/news/package-to-transform-education-and-opportunities-for-most-disadvantaged>



# Internships Work – Government

## Contract

- A collaboration between:
  - **The National Development Team for Inclusion (NDTi)**
  - **British Association for Supported Employment (BASE)**
  - **DFN Project SEARCH**
- Provide a support and training offer to Local Authorities to enable them to set up, develop and grow their SEND employment forums.
- Doubles the current supported internship provision in England to 4500 per year.
- Supports over 800 Employer Champions across England
- Provides training to 760 job coaches across England.
- Supports over 1000 new employers offering supported internship placements by the end of the programme.



# Let's Create a Movement Together





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